
Student Success Plans

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Norms

STUDENT SUCCESS PLANS



Please open:

Agenda: tinyurl.com/TrainingSSP3

Folder: tinyurl.com/SSPfolder

Take Note

You will see a green flag  for links you will open today.

You will see a play button  when there is a video.

You will see a note on the top right hand side of a slide when there is a handout associated with that slide.

ADE is in the process of procuring [College and Career Planning tools](#) for districts. The goal is to have those options announced to districts in the spring of 2019 for implementation in 2019-20. More details will be released as we have them. Keep this in mind throughout the day.

What do you already know about
Student Success Plans?

[Kahoot.it](https://kahoot.it) 

What do you know about Student Success Plans?

1. School counselors have the sole responsibility for SSPs. T/F
2. SSPs are only necessary for those students not meeting age and/or grade-level expectations. T/F
3. A student with an IEP is not required to have a SSP. T/F
4. An SSP is an inflexible career track. T/F
5. Schools are required to use an online system for SSPs. T/F
6. The ADE will have a required template for SSPs. T/F

What do you know about Student Success Plans?

- SSPs are required for what grade level(s) at the end of the 2018-19 SY?
 - a. 7th
 - b. 8th
 - c. 11th
 - d. 12th

What do you know about Student Success Plans?

- Which of the following components are required for SSPs?
 - a. Address accelerated learning opportunities
 - b. Address academic deficits and interventions
 - c. Guide the student along pathways to graduation
 - d. Include college and career planning components

GOALS FOR THE DAY

1. Learn what the law requires in regard to Student Success Plans
2. Share ideas within and across districts
3. Establish a plan of action
4. Have fun!



QUESTIONS TO GUIDE OUR DAY

1. What is the purpose of Student Success Plans?
2. What does the law require?
3. What do you currently have in place?
4. What are your next steps for implementing Student Success Plans?



1. What is the purpose of Student Success Plans?



What is the purpose of Student Success Plans?

Student Success Plans help guide students to post-secondary success through documented conversations between students and adults.



Helping Arkansas students plan for the future!

It's about the **PLAN**, not the paper!



**Student
Success
Plans**



AIP

PROFILE OF A GRADUATE

The Graduate Profile as True North

Unlike a mission or vision statement, a graduate profile is **a document** that a school or district uses to **specify the cognitive, personal, and interpersonal competencies** that students **should have** when they **graduate**.

WHAT CHARACTERISTICS OF A GRADUATE ARE IMPORTANT?

1. What are the most important **cognitive capacities** that should underpin your students' learning across their classes and through their school experience?
2. Which **personal competencies** are valued most at home and at school?
3. Which **interpersonal competencies** are the most essential for collaboration and community in your school spaces?

NON-ACADEMIC SKILLS NEEDED FOR SUCCESS

Cognitive Competencies

- Sustained Attention
- Response Inhibition
- Speed of Information Processing
- Cognitive Flexibility and Control
- Multiple Simultaneous Attention
- Working Memory
- Category Formation
- Pattern Recognition and Inductive Thinking

NON-ACADEMIC SKILLS NEEDED FOR SUCCESS

Personal Competencies

- Self Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

NON-ACADEMIC SKILLS NEEDED FOR SUCCESS

Interpersonal Competencies

- Communication Skills
 - Verbal
 - Non-Verbal
 - Listening
- Problem Solving
- Attitude
- Leadership Skills

PROFILE OF A GRADUATE EXAMPLES

A graduate in a red cap and gown is shown from the back, with arms raised in celebration. The graduate is holding a rolled-up white diploma in their right hand. The background is a bright blue sky with light clouds. A dark blue rectangular box is overlaid on the image, containing white text listing three locations: Virginia Beach, VA; South Carolina; and Shelby County, TN.

VIRGINIA BEACH, VA
SOUTH CAROLINA
SHELBY COUNTY, TN



VBCPS Graduate Profile



FUTURE READY



KNOWLEDGEABLE

Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.



PROBLEM SOLVERS AND VALUE CREATORS

Identifying and solving problems through creative thinking and innovation to address challenges.



RESILIENT LEARNERS

Seeking and accepting new and difficult challenges to adapt to change.



CROSS-CULTURALLY COMPETENT

Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.



PERSONALLY AND SOCIALLY RESPONSIBLE

Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.



THINKERS AND INQUIRERS

Raising vital questions driven by curiosity to increase understanding.



BALANCED

Making healthy choices to achieve well-being and create a well-rounded educational experience.



COMMUNICATORS AND COLLABORATORS

Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.

Virginia Beach Public Schools

Virginia Beach Process



PROFILE OF A GRADUATE EXAMPLE

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills



Approved by SCASA Superintendent's Roundtable
and SC Chamber of Commerce



Profile of a Graduate

SHELBY COUNTY PUBLIC SCHOOLS

This Profile describes the expectations our community believes are required of successful leaders who graduate from SCPS. A Shelby County Public Schools graduate is...



Shelby County Public Schools

Profile of a Graduate folder



TIMER



In the head: Think, hear, see, say?

In the hands: Do, offer, possess?

In the stomach: What are the "gut beliefs"?

In the legs: How is time/energy spent?

In the heart: Who/what do they hold dear/ value?

WHAT DOES THE LABOR MARKET TELL US?

Jobs requiring no formal educational credential are estimated to add more jobs than any other education level with 13,670 jobs between 2016 and 2018. Occupations requiring a Bachelor's degree are expected to grow by 8,417.

[Workforce Data](#)

WHAT DOES THE LABOR MARKET TELL US?

The Food Preparation and Serving Related Occupations major group is estimated to lead the state in net growth adding 4,860 new jobs to its workforce increasing employment to 108,212 by 2018.

[Workforce Data](#)

WHAT DOES THE LABOR MARKET TELL US?

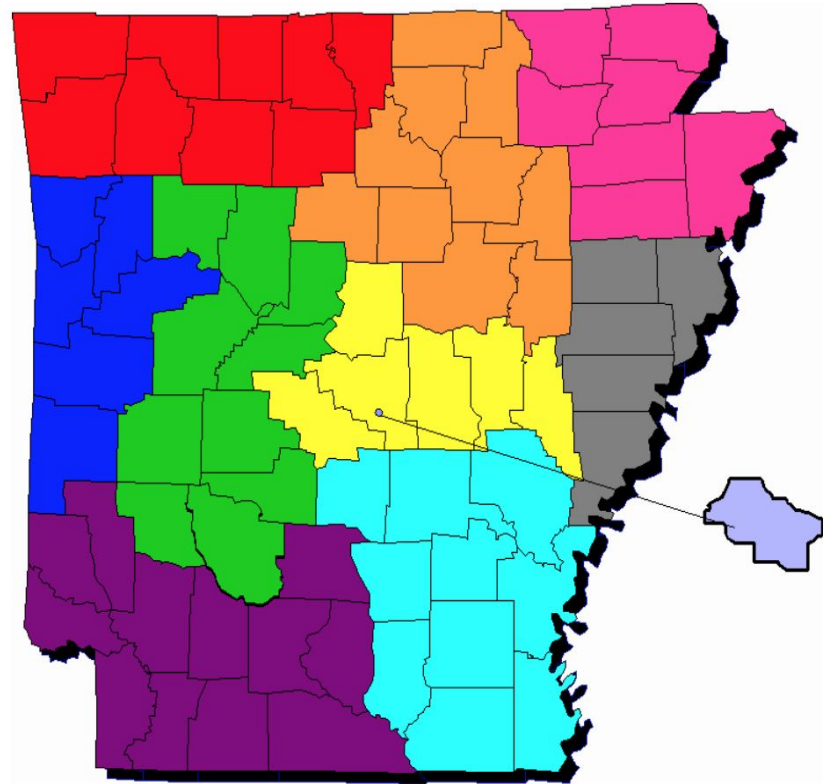
Education and Health Services is expected to be the top growing supersector in Arkansas adding 9,637 jobs bringing employment levels to 302,879 by March 2018.

[Workforce Data](#)

DISCUSSION

What career opportunities are available in your area?

What partnerships does your district currently have with local businesses?



[Workforce Data](#)

2. What does the law require?

<https://tinyurl.com/ycoqhmbtr>
(Also linked on your agenda)



COMPONENTS OF ACT 930

Beginning in 2018-19 SY each student by the end of **eighth grade** shall have a student success plan.

- Developed by school personnel
- In collaboration with parents and the student
- Reviewed and updated **annually**

COMPONENTS OF ACT 930

(continued)

The student success plan

- is a working plan that is dynamic and visited **periodically** by the student and an advisor or mentor;
- shall be documented in a format and manner that is **accessible to the student**.

ACT 930 AND THE COMMUNITY

Public school districts may include **community engagement components** as part of the public school's student focused-learning system and student success plans.

STUDENT SUCCESS PLANS REQUIREMENTS

- Part 1 - **Guide the student** along pathways to graduation
- Part 2 - Address **accelerated learning** opportunities
- Part 3 - Address **academic deficits** and interventions
- Part 4 - Include **college and career planning** components

WHAT CAN MEET THIS REQUIREMENT?

An IEP meets the requirements for a SSP if it

- **addresses academic deficits** and **interventions** for students not meeting standards-based academic goals at an expected rate or level; and
- includes a **transition plan** that addresses college and career planning components.

WHAT IS A TRANSITION PLAN?

- A “transition plan” is a section of the IEP.
- It must be in place by the student’s 16th birthday.
- It is a plan for the student’s future: it is based on a student’s needs, interests, strengths, and preferences.

WHAT IS A TRANSITION PLAN?

- It is individualized (personalized) with goals relevant to the student.
- It includes activities that promote movement toward post-secondary goals.
- Students and parents should be involved.

WHEN DO WE HAVE TO HAVE SSPs IN PLACE?

By the **end of 2018-2019** all **8th graders** should have a SSP in place that will follow them through graduation.

School Calendars 2018 2019

August 2018							September 2018							October 2018									
No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	S		
31			1	2	3	4	5	35					1	2	40	1	2	3	4	5	6	7	
32	6	7	8	9	10	11	12	36	3	4	5	6	7	8	9	41	8	9	10	11	12	13	14
33	13	14	15	16	17	18	19	37	10	11	12	13	14	15	16	42	15	16	17	18	19	20	21
34	20	21	22	23	24	25	26	38	17	18	19	20	21	22	23	43	22	23	24	25	26	27	28
35	27	28	29	30	31			39	24	25	26	27	28	29	30	44	29	30	31				
November 2018							December 2018							January 2019									
No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	S		
44				1	2	3	4	45					1	2	1	1	2	3	4	5	6		
45	5	6	7	8	9	10	11	46	3	4	5	6	7	8	9	2	7	8	9	10	11	12	13
46	12	13	14	15	16	17	18	50	10	11	12	13	14	15	16	3	14	15	16	17	18	19	20
47	19	20	21	22	23	24	25	51	17	18	19	20	21	22	23	4	21	22	23	24	25	26	27
48	26	27	28	29	30			52	24	25	26	27	28	29	30	5	28	29	30	31			
								1	31														
February 2019							March 2019							April 2019									
No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	S		
5					1	2	3	9					1	2	3	14	1	2	3	4	5	6	7
6	4	5	6	7	8	9	10	10	4	5	6	7	8	9	10	15	8	9	10	11	12	13	14
7	11	12	13	14	15	16	17	11	11	12	13	14	15	16	17	16	15	16	17	18	19	20	21
8	18	19	20	21	22	23	24	12	18	19	20	21	22	23	24	17	22	23	24	25	26	27	28
9	25	26	27	28				13	25	26	27	28	29	30	31	18	29	30					
May 2019							June 2019							July 2019									
No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	No.	M	T	W	T	F	S	S		
18			1	2	3	4	5	22					1	2	27	1	2	3	4	5	6	7	
19	6	7	8	9	10	11	12	23	3	4	5	6	7	8	9	28	8	9	10	11	12	13	14
20	13	14	15	16	17	18	19	24	10	11	12	13	14	15	16	29	15	16	17	18	19	20	21
21	20	21	22	23	24	25	26	25	17	18	19	20	21	22	23	30	22	23	24	25	26	27	28
22	27	28	29	30	31			26	24	25	26	27	28	29	30	31	29	30	31				

Student Success Plans Are as Unique to Schools as to Individual Students



QUESTIONS TO CONSIDER

As schools begin building a framework for implementing SSPs, consider the following:

- How will we collect and manage individual student data that can be used to meet the minimum requirements of the SSP?
- What process will we use to make sure the SSP is visited **periodically** by the student and an advisor or mentor?
- Who will oversee the SSP process in our school?

MORE QUESTIONS TO CONSIDER

- Who will work with students throughout the SSP process?
- How will parents be involved?
- Do we need professional development to build our capacity for implementing a quality advisory and/or mentoring process in our school?

Time to Debrief

10 Minutes

What is already happening in Arkansas?



REQUIREMENTS OF THE LAW

- Part 1 - **Guide the student** along pathways to graduation
- Part 2 - Address **accelerated learning** opportunities
- Part 3 - Address **academic deficits** and interventions
- Part 4 - Include **college and career planning** components

Developed by school personnel in collaboration with parent(s) and student and reviewed/updated annually.

RUSSELLVILLE SCHOOL DISTRICT

[Russellville School District Career Pathways](#) 

[Russellville Plan Outline](#) 

[Russellville ScreenCast](#) 

HIGHLAND SCHOOL DISTRICT SSP

[Link](#) to Highland's Student Success Plan (Binder) folder



- Item 1 - **Goal Portfolio Table of Contents** (living document that allows updating).
- Item 2 - **Explanation** (explains what the SSB is and what should be included)
- Item 3 - **2017-18 Table of Contents** (contains photos of their binders)
- Other items - Sampling of the forms used
 - All About Me
 - Right/Left Brain Dominance, Personality Test
 - Graduation Checklist
- Goals are created and updated per nine weeks and semester.

Annette Scribner, Principal Highland High School

HIGHLAND'S STUDENT SUCCESS PLAN PROCESS



ADE VISIT TO HIGHLAND - ADMINISTRATOR'S COMMENTS

Have you seen a difference in your students?

Yes, the relationship piece has helped; knowing someone cares has been a big shift for kids.

What support can we give AR Schools that are beginning this process or share with them from your experience?

Best thing is to share what's working.

The simpler you can make it where teachers don't take on more, the more they can enjoy developing relationships with kids.

ADE VISIT TO HIGHLAND - ADMINISTRATOR'S COMMENTS

What has been the most difficult?

We haven't had a lot of luck getting parents in. Right now, we're not seeing parents past 9th grade. We are hoping to capture interest in 7th and 8th grade and keep it. We are also hoping that by sending SSP information home, more parents are involved.

ADE VISIT TO HIGHLAND - STUDENT'S COMMENTS

Do you mind sharing your S.M.A.R.T. Goal?

Improving my math grade and earning at least a “B.” I want to be a nurse. This is the year to buckle down. I am going to come in before school and ask for help when I need it.



What is happening across the globe?

Career Action Plans 🚩 of Australia



SSP Folder: Student Success Plan Examples

- Within your school team, review all eight plans.
- Choose one plan from Group 1 and one plan from Group 2 to explore closely.

Use the **Google form** that is linked on your agenda to document findings:

- Look for **all four** of the **required components** of an Arkansas Student Success Plan.
- Determine whether there are components that you would like to add to your district's plan.
- Determine which, if any, components could be added to the plan you are reviewing.

Lisa: [Form](#), [Responses](#)

Hope: [Form](#), [Responses](#)

JJ & Robin [Form](#), [Responses](#)

3. What does your district currently have in place?



BUILD ON WHAT YOU ALREADY DO

- Student Services Plan
- CAP conferences
- Career Development
- Advisory Time
- ALE Student Action and Transition Plans
- RTI and GT

BRAINSTORM ACTIVITY

What do you currently have in place for all students that lead them toward post-secondary success?

Go to the Brainstorm Activity Spreadsheet that is linked on your agenda.

- Find the column that corresponds with the number on your table tent.
- Replace District # with the name of your district.

[Lisa](#)

[Hope](#)

[JJ & Robin](#)

Data Sources

Academic
Non-academic

DATA DRIVEN

What specific data sources do you currently have in your district that will help inform Student Success Plan implementation?

Go to the Padlet that is linked on your agenda, click (or double click), and enter your district's data sources.

[Lisa](#)

[Hope](#)

[JJ & Robin](#)

TYPES OF DATA

What assessments do you have available?

- ACT Aspire/ACT/SAT/PSAT/AP
- Interest Inventories
- Transition Assessments
- Aptitude Assessments

OTHER TYPES OF DATA

- What other types of data do you have available?
 - Internship
 - Technical Certificates
 - Honors or Recognitions
 - Classwork/Teacher
 - Participation in Athletics, Clubs, Volunteer Work

COLLEGE AND CAREER READINESS DATA

Assist students with:

- CCR skills
- Course selection in high school
- Improved academic achievement
- Provide the basis for counseling concerning post secondary preparatory programs

NON-ACADEMIC SKILLS NEEDED FOR SUCCESS

Personal Competencies

- Self Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Interpersonal Competencies

- Communication Skills
 - Verbal
 - Non-Verbal
 - Listening
- Problem Solving
- Attitude
- Leadership Skills

WHERE DO YOU LOCATE DATA?

ASIS/Student GPS	Assessment Portal
Triand/School Intranet	CCR Planning Tools
Shared Drives	Google, OneDrive
Teacher	IEP

DATA SOURCES AVAILABLE TO ALL



STUDENTGPS DASHBOARDS

Advanced Academics

Jump to subcategory: [State Standardized Assessments](#) | [Advanced Academics](#)

STATE STANDARDIZED ASSESSMENTS	METRIC VALUE (% of students)	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)	DETAILS
Advanced Performance (Through April 17, 2018) % of students who performed at or above Exceeding on ACT Aspire						
■ Mathematics	7.4 %		40.0 %	-32.6 %	35 of 467	More ▾
■ Science	12.2 %		40.0 %	-27.8 %	57 of 467	More ▾
■ English	41.3 %		40.0 %	1.3 %	193 of 467	More ▾
■ Reading	12.4 %		40.0 %	-27.6 %	58 of 467	More ▾
■ Writing	2.7 %		40.0 %	-37.3 %	13 of 467	More ▾

ADVANCED ACADEMICS	METRIC VALUE (% of students)	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)	DETAILS
Advanced Course Aptitude % of students with aptitude for advanced courses who are not currently enrolled						
■ English	64.5 %		10.0 %	-54.5 %	162 of 251	More ▾
■ Mathematics	83.8 %		10.0 %	-73.8 %	57 of 68	More ▾
■ Science	94.3 %		10.0 %	-84.3 %	117 of 124	More ▾

JIGSAW ACTIVITY – STUDENT PROFILES

- What would you include in this child's student success plan?
- Is additional information needed to develop this child's plan?
- How will you involve the parent and student in the development of the plan?
- Student Profiles

TIMER

Additional Profiles of Students





TEAM PLANNING

Keep in Mind - Required Components

- Part 1 - **Guide the student** along pathways to graduation
- Part 2 - Address **accelerated learning** opportunities
- Part 3 - Address **academic deficits** and interventions
- Part 4 - Include **college and career planning** components

Developed by school personnel in collaboration with parent(s) and student and reviewed/updated annually.

WHAT IS YOUR TEAM PLAN?

Handout pages 6 - 9

With your district team, work on your process for implementing Student Success Plans in your district.

[TEAM TIME GUIDE \(pages 6-9\)](#)



CONTACT INFORMATION

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